DOCUMENT RESUME

ED 256 348 IR 051 089

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TITLE Library Use and Preferences: A Comparison of On-Campus and Off-Campus Students at the University of Wyoming.
SPONS AGENCY Council on Library Resources, Inc., Washington, D.C.
PUB DATE 25 Sep 84
NOTE 89p.; Paper presented at the Articulation Conference on Library Services to Off-Campus Students (2nd, Jackson Research Center, Wyoming). For related document, see IR 051 088.
AVAILABLE FROM University of Wyoming Libraries, Box 3334, University Station, Laramie, WY 82071.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *College Libraries; Comparative Analysis; *Extension Education; Higher Education; *Information Needs; Library Planning; Library Research; *Library Services; Library Surveys; *On Campus Students; Outreach Programs; Use Studies
IDENTIFIERS *University of Wyoming

ABSTRACT

The University of Wyoming (UW), the state's only 4-year institution, offers extended degree programs throughout the state and has as many students enrolled in credit courses off campus as on. This research was undertaken to gather data about student perceptions of library services and to establish baseline data on the characteristics of traditional, on-campus students and nontraditional, off-campus students throughout the state. A survey questionnaire was administered to a stratified sample of three populations: traditional, on-campus students attending classes in Laramie; nontraditional students attending classes at UW-Casper; and nontraditional, off-campus students attending extension classes throughout the state. A total of 1,022 questionnaires were administered; 80 were discarded as being too incomplete leaving 942 questionnaires as the basis for the analysis. The results are analyzed by three principal means: overall frequencies, cross tabulations, and discriminant analysis. A discussion of the results and statistical appendices cover demographic data, reasons for attending school, opinions and perceptions of library services, a vocational preference inventory, and results of the discriminant analysis. The study provides information about the differences and similarities between on- and off-campus students and insight into ways library services to off-campus students can be improved. (THC)

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LIBRARY USE AND PREFERENCES:

A COMPARISON OF ON-CAMPUS AND OFF-CAMPUS STUDENTS AT THE UNIVERSITY OF WYOMING

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Presented to

LIBRARY SERVICES TO OFF-CAMPUS STUDENTS
Second Articulation Conference
Jackson Research Center

September 25, 1984

This study was supported by a grant from the Council on Library Resources.

IR051089

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LIBRARY USE AND PREFERENCES:

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INTRODUCTION

Although the University of Wyoming has attempted to meet some educational needs of Wyoming citizens in the far reaches of this vast state by offering correspondence coursework since the turn of the century, only recently has it begun offering the opportunity to earn degrees at sites remote from the main campus in Laramie.

In 1975, the 43rd Wyoming Legislature mandated that "the granting of University of Wyoming baccalaureate degrees should be possible through cooperation with the community college system." In the nine years since that mandate, UW has greatly increased its activity in delivering extended degree programs across a state whose borders enclose 97,000 square miles and a total population of fewer than 450,000 persons. The principal methods of delivering this academic service outstate (i.e., remote from the main campus), in addition to correspondence coursework, have included the development of temporary degree programs in cooperation with the community colleges and the establishment of UW-Casper as a resident learning center in Casper. UW-Casper operates in cooperation with Casper College offering upper-division and graduate coursework while relying upon Casper College to deliver the lower-division coursework.

In the temporary degree program mode, degree programs are delivered by exporting from the main campus sequential University coursework necessary for a given degree program directly from the main campus and by authorizing community college faculty or adjunct faculty on-site to teach upper-division UW courses while relying upon the community colleges for the lower-division courses. This statewide operation is coordinated and facilitated through the School of

Extended Studies, Division of Credit Programs. UW-Casper, relative to the temporary degree programs around the state, is a more permanent, "branch-like" setting which is currently authorized to deliver eight UW baccalaureate degree programs and one master's degree program fully on-site.

During AY83-84, approximately 11,000 students participated in UW extension and external degree programs around the state in addition to 2,000-2,500 enrolled in correspondence study. During the same year, approximately 10,200 students were enrolled on the main campus in Laramie. This level of off-campus activity has resulted in a growing demand for University library services to be extended throughout the state in support of the various individual courses and the extended degree programs.

In planning to deliver those library services, it was realized that different student populations may have different needs as well as different opinions and perceptions about library services. It was also realized that we had little more than anecdotal and common sense information about those off-campus persons often called "nontraditional" students and about how they might or might not differ from the "traditional" students on the Laramie campus. In fact, since very little data had ever been collected on the main campus about library services, we speculated that we may not know as much about the needs, opinions, and preferences of that population as we have a tendency to believe we know.

Therefore, this current research was undertaken not only to gather data about student perceptions concerning library services, but also to establish baseline data concerning the characteristics of traditional, on-campus students in Laramie and nontraditional, off-campus students throughout the state. The specific research question which interested us, then, was whether there existed

differences between traditional, on-campus students and nontraditional, off-campus students with regard to needs, preferences, and opinions concerning library services; motivations for attending school; personality characteristics; and basic demographic characteristics. The latter three areas of research interest were included to provide an heuristic baseline for further study as the University refines its extended educational mission.

A questionnaire was developed and administered to a sample of three distinct student populations: (1) Traditional, on-campus students attending classes in Laramie; (2) Nontraditional students attending classes at UW-Casper; and (3) Nontraditional, off-campus students attending extension classes throughout the state. The survey instrument was divided into four sections and those data are presented in appendices to this report:

Section A: Demographic Information (APPENDIX A)
B: Reasons for Attending College (APPENDIX B)
C: Library Services Needs and Opinions (APPENDIX C)
D: Vocational Preference Inventory (APPENDIX D)

One additional appendix was added which presents the results of a discriminant analysis of all data collected (APPENDIX E).

This report will focus primarily on the results which bear most directly on library services, although aspects of the other information collected were important to the interpretations drawn concerning library services.

BACKGROUND

METHODOLOGY

The survey instrument was pilot-tested on representative samples of all three target groups and the final version was administered to a stratified

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sample of the three populations. The questionnaire was administered during regular class sessions by instructors of each class, who read standardized instructions, distributed, and collected them. A total of 1,022 questionnaires were administered; 80 were discarded as being too incomplete to use in the analysis leaving 942 questionnaires as the basis for the analysis of the results (Table 1). To insure comparability over all three groups, only upper-division and graduate courses on the main campus were included in the sample.

Table 1: Groups and Sample Size

Sites	f	Relative %
Main Campus (Laramie)	391	41.5%
Extension (Outstate)	356	37.8
UW-Casper	195	20.7
	942	100.0%

ANALYSIS OF DATA

The results were analyzed by three principal means: (1) Overall Frequencies; (2) Crosstabulations; and (3) Discriminant Analysis.

(1) The Overall Frequency data yielded the basic descriptive indices and provided the foundation for building the baseline descriptions of UW's major student bodies.

(2) The Crosstabulation data refined the comparisons and provided the basic insights into similarities and differences between the target populations. Crosstabs were performed on the following variables: (a) Group (Laramie/Traditional; Extension/Nontraditional; UW-Casper/Nontraditional); (b) Year in

College; (c) Degree seeking/Non-Degree seeking; (d) Enrolling institution; (e) Employment status; (f) Age; (g) Sex; and (h) Marital status. The primary comparisons reported here will be with reference to (a) Group.

(3) The Discriminant Analysis data indicated which of the variables tested in this study best discriminated between the target populations. Basically, this analytic procedure compares the groups by determining which variables or combination of variables best predict group membership. In this particular study, the discriminant analysis revealed that the identified variables correctly predicted membership in the three groups 75% of the time. More specifically, given answers to the distinguishing variable item sets correctly predicted in 4 out of 5 cases whether the respondent was in the Extension group, in the Laramie group 3 out of 4 times correctly, and in the UW-Casper group 2 out of 3 times correctly. Two lists of these distinguishing variables were generated, one which distinguished the Extension group from the Laramie group (accounting for approximately 85% of the variance, hence the more powerful of the two) and one which distinguished the UW-Casper group from the Laramie/Extension groups (accounting for approximately 15% of the variance). These two lists of distinguishing variables are reported as the discriminant analysis "functions." Function 1 represents the variables which successfully distinguish between the Extension group and the Laramie group and Function 2 represents the variables which successfully distinguish between the UW-Casper group and the Laramie/Extension groups. Function 1 variables turned out to be more powerful (85% of the variance) indicating it was easier to distinguish between the Extension respondents and the Laramie respondents. Implied here, also, is that no clear-cut distinction can be drawn between the Extension group and the UW-Casper group on the basis of data in this study. However, there is enough

interesting information in the study to indicate that the UW-Casper group essentially fell in-between the other two to give rise to a speculation that at least some of the characterisics sometimes attributed to "nontraditional" students may be more site-specific (maybe even site-induced?) than inherent characteristics of the persons themselves. Further exploration of this point, however, will be left to future analyses of these data and to further studies focusing on the issue. For our purposes, therefore, simply consider the outcome of the discriminant analysis as an indication that there are distinguishable differences between the target populations relative to some of the variables studied.

Definitions of "Traditional" and "Nontraditional"

In this study the terms "traditional students" and "nontraditional students" were rather loosely defined by site of enrollment. "Traditional" referred to those who enrolled on the main campus in Laramie and "nontraditional" to those enrolled either in Extension classes or through UW-Casper. This mode of definition was intentionally global since the study, in part, was intended to be a foundation effort in refining our sense of just what is meant by the terms "traditional" and "nontraditional" students and in letting the data guide that definitional task. As mentioned above, this lead will be pursued in later study.

DISCUSSION OF RESULTS

DEMOGRAPHIC DATA (Appendix A, Tables 2-15)

At a general level, the results of the demographic data confirmed the commonly-held stereotype of the "nontraditional" student--older, female, married, dependent children, working fulltime (often in a professional

occupation), relatively high personal income, and attending school part-time (Tables 2-15).

In two categories, the traditional, main-campus students and the off-campus students were similar: having another employed adult in the household and in family income. Approximately three-quarters of all groups had at least one other employed adult in the household. Given the marital status data, that other adult in the traditional student household tended to be a non-spouse while, for the nontraditional students, it tended to be a spouse.

The Extension students were nearly 11 years older than the Laramie students and 6 1/2 years older than the UW-Casper students. The nontraditional student populations tended to be heavily female (4 to 1 for Extension and 2 to 1 for UW-Casper) while the traditional population was roughly an equal gender split.

The Laramie students were mostly single and never married (72%) while the Extension students were mostly married (81%). Somewhat surprising was the relatively high percentage of UW-Casper students that were single and never married (39%). Extension respondents had the largest households with an average of 3.31 persons while the Laramie group had the smallest with an average of 2.54. Nearly two-thirds of the Laramie group had no dependent children in the household. By contrast, more than two-thirds of the Extension group and nearly one-half of the Casper group had one or more children.

The large, overall percentage of graduate-level students (40%) was obviously due to the preponderance of graduate students in the Extension sample. The relatively small numbers of lower-division students was inherent in the study design. Since the majority of courses offered through Extension and at UW-Casper are upper-division courses, only those comparable courses on the main campus were selected for the sample pool. Similarly, while the Laramie and

Casper respondents were using the coursework to apply to a degree program, fully one-third of the Extension respondents were not using the course in a degree program. This larger proportion of "No" responses from the Extension group (Table 6) undoubtedly reflects the greater proportion of those students who were taking the course to meet recertification and/or salary level requirements for practicing teachers.

Differences in the Nontraditional Populations. Perhaps the most important result to be noted in the demographic data is that the UW-Casper group consistently showed up as "in-between" the other two groups. For the most part, this relationship held throughout the study not only in regard to the demographic data, but also in all other aspects of the study--motivations for attending school, opinions and perceptions concerning library services, and the personality profiles.

This apparent distinction between the UW-Casper group and the Extension group suggests that some refinement needs to be made in our global definition of "nontraditional" students. We evidently have at least two different sets of nontraditional students in the UW student body. If the "in-between" relationship had held only for the demographic portion of the data, one might be inclined to attribute it to simply age and position on the occupational ladder (older than traditional students but younger than Extension students so would naturally have fewer children, be less far along in their professions, making less money, etc.). However, since the relationship (or the suggestion of a relationship) seemed to appear throughout, one is inclined to look to site as a contributing factor somehow. Perhaps something about UW-Casper has attracted a somewhat different person than Extension sites. Or, more intriguingly if more speculatively, perhaps the site itself is an important factor in determining

some of the qualities of "traditionalness" of the student body. In this sample, the question is whether the UW-Casper students themselves were "in-between" Extension and Laramie students or whether the site tended to modify attitudes and perceptions. That is, rather than the student body being different in any absolute sense, perhaps the site itself tends to define the students. If so, one wonders whether so-called "nontraditional" students would become (except for unalterable demographic considerations) more like "traditional" students as the site becomes more "traditional." As stated earlier, however, an exploration of this point will be deferred to later studies.

REASONS FOR ATTENDING SCHOOL (APPENDIX B, Tables 16-17)

Generally, all three groups tended to respond in similar directions with only a few exceptions. The Laramie group tended to agree slightly more than the other two that their parents were a deciding factor in their attendance (Question #10). Extension respondents were slightly more inclined to attribute their attendence to job requirements for continuing education than the other two groups (Question #15) and seemed somewhat less inclined to believe that the credential of a college degree was important to their attendance (Question #12). The issue of "degree as credential" was likely less important to the Extension group since many more of those persons already held a degree or were not using the course toward a degree (Table 6, APPENDIX A).

For the most part, all three groups showed a tendency to attend college for functional reasons--job-related (Questions #8, 23), credentializing (#12), money (#24). There was also a tendency for all groups to attribute interest in a particular subject (#'s 1, 5, 13) as an important motivator. Most were relatively neutral on questions concerning going to school to explore subject areas (#20, 22), one's abilities (#2, 6), or simply to do some serious studying (#14).

All were fairly uniform in agreeing that the following were not important reasons for going to college: to be with friends (#17); changed life situation (#19); wanting to move away from home (#16); immediate family wanting them to go to college (#'s 10, 11); not knowing what else to do (#22); or receiving financial aid (#18).

All three groups agreed rather emphatically that an important motivator was "personal satisfaction" (#21).

The three most important reasons for attending college (Table 17) for the Laramie respondents were "to get (or change) a job" (16.5%), "to get a better job" (11.6%), and "for personal satisfaction" (12.3%). For the Extension group, the most important reasons were "to obtain the credential of a degree" (11.8%), and "for personal satisfaction" (16.7%). For the UW-Casper group, the most important reasons were that "education was incomplete" (10.3%), "to obtain the credential of a college degree" (14.1%), and "for personal satisfaction" (16.2%).

There seemed to be little inclination on the part of any of these representatives of UW's collective, upper-division student body to attend school for exploratory reasons. Rather, all three groups appeared to be motivated more by functional reasons than by more esoteric, "being liberally educated" reasons. Not many of these respondents appeared to want to go to school just for education's sake.

A common conception of nontraditional students is that they return to college for job-related concerns, but the data in this study, while substantiating that view, also indicated that the traditional students were even more concerned with that than were the nontraditional students. Money was also important to all three groups, especially to the traditional students in Laramie.

Somewhat surprising was the finding that financial assistance apparently was not an important motivating factor given the number of students (especially traditional ones) who receive such assistance.

OPINIONS AND PERCEPTIONS CONCERNING LIBRARY SERVICES (APPENDIX C, Tables 18-34)

Opinion Questions (Table 18). There was a general agreement over all groups that the use of the library and library materials is an important part of a college education (Questions #2, 3). There was also the general feeling that the library materials which have been used (both UW and non-UW libraries) have been useful, though Extension and Casper groups were somewhat less inclined to feel this way (#s 9, 10). All groups agreed that other, non-UW libraries are important to them in meeting their needs (#10), although, understandably, the outstate students felt a little more strongly that this is the case.

More persons in all groups agreed that their college courses do require outside, library materials than agree that the courses should require such reading (#s 21, 22, 23). That response fits nicely with the fact that most students in all groups "would like to read more widely on related subjects, but...." (#17).

Respondents all appeared to disagree slightly that students at sites remote from Laramie have equal educational opportunities (#1). While everyone agreed that it is important to have access to the main campus library, those in the Extension and Casper group were less sure of its importance than the Laramie group.

Predictably, the Extension and UW-Casper groups were more inclined than the Laramie group to believe it is important for the UW Library to provide materials at the course sites (#19), although all groups believed it to be

important. None of the groups was particularly sure whether it is important for the UW Library to send alternative or substitute materials (#11).

Members of all groups believed slightly that they could use more guidance in using reference materials (#4), but also believed generally that they knew library systems well enough to be able to meet their needs (#16).

The Extension group apparently experienced a bit more difficulty and was slightly more discouraged from using the library services than either Laramie or Casper students, but the difficulty didn't appear to be great (#s 5, 6, 7).

The generally neutral answers by all groups to question #8 may have indicated some concern for timeliness in obtaining materials or it may simply have indicated that none of the groups request such material, therefore holding no strong opinion about the matter. On the other hand, responses to question #13 seemed to indicate a possible need for an increased loan period for the non-traditional, outstate students, especially those in Extension.

Finally, the Laramie group seemed reasonably happy with the main campus library hours of operation, while Extension and UW-Casper groups were somewhat less agreeable about the hours of the libraries they use.

Location and Use of Most Used Library. Understandably, location determined the test groups' most used library (Table 19). Of interest is the fact that more than 50% of the UW-Casper students used the Casper College Library most often while nearly 27% used the Natrona County Public Library most often. Only 15% claimed to have used the UW-Casper library most often. Nearly 36% of the Extension group and 22% of the UW-Casper group apparently did not know if their most often used library contains UW materials. This would seem to indicate a need for such information by these groups. Also, nearly one-fifth of the

Extension group and one-quarter of the UW-Casper group indicated that the library they most often use does not have UW materials. Thus, over half of the Extension respondents and nearly half of the UW-Casper respondents apparently take their UW courses without using UW library materials (Table 28).

A majority of persons in all groups live within 5 miles of their most-used library, although the proportion is much smaller for the Extension group than either Laramie or Casper. Virtually all the Laramie students and nearly all the UW-Casper students live within 10 miles, while just over 3/4 of the Extension students live within 10 miles. Significantly, more than 14% of the Extension students live more than 50 miles from their most-used library. Perhaps some special effort ought to be expended in developing convenient means for these students to access UW library holdings in their areas (extended hours, "at class" borrowing privileges, etc.)

Use of UW Library Materials. Data in Table 24 indicate the need for the continued development of the Library system's outreach efforts. More than 44% of the Extension group and nearly 38% of the UW-Casper group rarely use UW library materials compared to the Laramie group's 11.4%. Since use of UW materials most often depends upon either professor assignment or term paper assignment for all three groups (Table 27), it is possible that the nontraditional students have found other means of obtaining the needed materials than through the UW Library (other libraries, professors taking materials to the students, etc.) or that they haven't needed the same sort of materials as students on the main campus (professors altering their assignments to fit the situation, "winging it," etc.). The data in Table 28 suggest that Extension and UW-Casper students have relied heavily upon other local libraries to meet their

needs. Those same data also indicate that the Interlibrary Loan process from the main campus to remote sites has not been used as much as it could have been.

The data given in Tables 25 and 26 show that the greatest difference in usage rates and in borrowing rates lay with those who did not use the library at all and who did not borrow any materials. Approximately 1/5 of the Laramie group, 1/2 of the Extension group, and 1/3 of the Casper group did not borrow any UW library materials. The fact that fewer people than that in each group did not use any UW library materials may be an indication of in-library use of materials as opposed to borrowing them for use outside the library. If so, it would appear that the Extension and Casper groups used the materials in the library far less than the Laramie group. Whether this was due to proximity, convenience, available hours, or inherent predisposition cannot be determined from these data, but would be an important factor to consider in the further development of the Library outreach effort.

Preferred Hours for Use. Nearly 70% of the Extension group and more than 75% of both the Laramie and UW-Casper groups indicated they would visit their local UW library most during the hours of 8 a.m. to 10 p.m. on weekdays with a slight preference for 5-10 p.m. on weeknights (Table 23). Additionally, a large majority of all three groups indicated they could visit their local library most days and most evenings if they chose to do so (Table 22). Significantly, however, 22.5% of the UW-Casper students indicated they could only visit once per month.

Library Information. Well over half of all respondents at all sites indicated they had not received information concerning the UW Library. Of those who did receive information, however, the vast majority found it to be useful

(Tables 30-31). This points to an obvious need for more information flow from the UW Library system to all students it serves both on the main campus and off-campus at remote sites.

Bibliographic Data Searches. A great majority of respondents at all locations indicated they did not know about the database search services available through the UW Library. Somewhat fewer (but still well over half) students indicated they do not have need for such a service (Tables 32-33). This might indicate that students do not know what the service is or how it might be useful to them or it might indicate a true lack of need, in which case UW Library resources might well be placed elsewhere.

Most Needed Services from UW Library. Tables 34 and 34a show the responses to the open-ended question: "What do you need most from your University of Wyoming Library to assist you with your courses?" Except for the fact that almost a third of the students did not respond to the question at all, the responses were so varied that no real pattern could be determined. This was one time, where the Extension group tended to fall between the Laramie and UW-Casper groups in the area of no responses and nothing being needed from the university library. The Laramie group had the smallest number of no responses (12%) with only 3% needing nothing. The UW-Casper group, on the other hand, had the largest number of no responses (44%) with 7% needing nothing while the Extension group responded with 42% and 3% respectively (Table 34).

Table 34a includes all responses under the "other" category. Since the responses are so diverse it is useful to list them all in order to understand the wide range of ways students view university/college libraries.

VOCATIONAL PREFERENCE INVENTORY (APPENDIX D, Table 35)

The results from this section of the study are derived from the responses to the Vocational Preference Inventory (VPI)*. The VPI was developed by Dr. J.L. Holland and has been used for many years as a tool both for exploring vocational preferences and as a broad-base personality inventory. As Holland explains, the VPI is

> ...a personality inventory composed entirely of occupational titles. A person takes the inventory by indicating the occupations which he likes or dislikes. The complex clusters of personal characteristics which the inventory assesses yield a broad range of information about the person's interpersonal relations, interests, values, self-conception, coping behavior, and identifications (1978, p. 5).

One goal of the present study was to provide a foundation and direction for further study of the differences between traditional and nontraditional students. If there are inherent differences in personal characteristics between those populations, then such differences may well show up in a personality profile of the groupings. Further, a certain "folk wisdom" has found its way into typical definitions of nontraditional students which has led to a common conception that such students are more concerned with the relationship of their education to their careers and occupations than are the traditional students. Therefore, the VPI seemed an ideal instrument with which to begin a probe of potential inherent, personality differences between those two populations. A somewhat more immediate goal of the current study was to produce a "student profile" of the three student groups tested and, again, the VPI seemed a good

* John L. Holland, Manual for the Voctional Preference Inventory, Palo Alto: Consulting Psychologists Press, 1978.)

choice--easily administered, broad range of derived information, and a large body of normative data against which to compare current results.

The results as presented in APPENDIX D, Table 35 however, represent only a cursory use of the VPI outcomes for the tested groups. A more rigorous examination of these data will be reported at a later date. For our purposes in this report, it is enough to understand what the VPI tested, a general understanding of the scales and their clinical and conceptual definitions as commonly employed, and the relative group scores for our three student populations since several of the scales did factor into the discriminant analysis indicating that the VPI detected some characteristic differences separating the tested groups.

DISCRIMINANT ANALYSIS (APPENDIX E, Tables 36-37)

A discriminant analysis was performed on the data in a stepwise manner (variables are introduced or removed from the functions based upon whether their contribution is significant). Two discriminatory functions are possible in this study and the two functions reported were significant at the .05 level of significance. As seen in Table 36, the first discriminant function was the linear combination of variables that discriminated between Laramie and Extension students. In the first function UW-Casper students were somewhere in between. These results are represented in Table 37 and are listed under Function 1.

Some of the more significant variables that discriminated, called discriminants, are listed as follows: Age, Reasons for attending school (#s 8, 15, and 16), Library attitudes (#s 2, 6, 9, 13, 19, and 23), and VPI scales (Social, Enterprising, and Masculinity). Extension students were older and felt more

strongly* than did Laramie students that their employment required additional education as a reason for attending school. Laramie students, however, felt more strongly that school would help them get or change a job, and wanting to move away from home were reasons for attending school. The attitudes of Extension students were in stronger agreement than Laramie's on the following: the use of the library is an important part of college education; the difficulty in returning materials is discouraging; and it is important for the University to provide library materials at each course site. Laramie students felt more strongly that: the materials borrowed were used for their studies; there was sufficient time to obtain needed information during the normal loan period; and the outside reading requires the use of UW library services. Laramie students had higher scale values on the Enterprising and Masculinity scales than did the Extension students, but lower on the Social scale. The higher the scale value, the more the group possesses the attributes of Holland's scales (see scale descriptions, APPENDIX D, pages D1-7).

The second function's results are listed in Table 37 (labeled Function 2) and discriminated between UW-Casper and Laramie/Extension as a group. The function indicated that Laramie/Extension students <u>together</u> were older than the UW-Casper students. It was also noted that UW-Casper students made more money individually than did the combination of Laramie/Extension students as well as having a larger number of persons living in the household. Laramie/Extension students, however, had more dependent children. In "Reasons for Attending

* <u>Please note</u>: Use of the terms "more strongly" or "less strongly" should <u>not</u> be taken to mean that a given group responded on one end of the scale and that the other group(s) responded on the opposing side of the scale. In fact, for many of these results, the general direction of response was similar (e.g., all groups "agreed"), but a given result as reported here may mean that group X <u>more</u> strongly agreed than did group Y and/or Z who <u>also</u> agreed.

School," Laramie/Extension students more strongly agreed (or less strongly disagreed) than UW-Casper students that: school would help them get a job or change one; parents wanted them to go to college; employment required additional education; wanted to be with friends; personal satisfaction; and a better job. UW-Casper students felt more strongly that: their education was incomplete; to build confidence; to do some serious study; to find something that interested them; and to make more money. The UW-Casper students more strongly agreed that: the library materials have arrived quickly enough; have found materials and services other than UW's useful; and UW should provide library services at the course site. Laramie/Extension students more strongly agreed that: the library materials borrowed are useful for their studies; the opportunity to personally access the University library in Laramie is an important part of the educational experience.

To summarize, Function 1 provided a profile of Extension versus Laramie respondents, while Function 2 provided a profile of UW-Casper versus Laramie/Extension respondents.

SUMMARY

LIBRARY SERVICES

One purpose of the project was to study the needs and perceptions of library services for two groups of students--"traditional" and "nontraditional." However, the results showed that, in fact, there were three groups of students in Wyoming: "traditional" (Laramie campus), "nontraditional" (Extension), and the "in-between" group (UW-Casper). The results led to speculation as to what factors are involved in determining traditional and nontraditional students.

For the most part, all three groups showed a tendency to attend college for functional reasons--job related, credentializing, and money. Not many respondents appeared to want to go to school just for education's sake or to "be liberally educated."

While the Laramie students might sometimes use libraries other than the campus ones, a large proportion of UW-Casper and Extension respondents used public libraries rather than academic libraries. In the case of UW-Casper where the students have access to college and public libraries as well as a UW library, they tended to use the college library the most with the UW library coming in third. This is probably due in part, to the fact that up until August 1983 the UW collection was housed in the college library and is now housed in the basement of the public library.

About half of the Extension and UW-Casper respondents indicated that their most used library did not contain UW materials or they didn't know if it did. UW is faced with two problems in this regard: 1) When UW materials are placed in the local community college what is done about the UW students who use the public, school, or other library? and 2) What can be done about the UW courses that do not require outside readings with the result that

students may not be aware that UW materials might be in the library they most often use?

As is the case with many college and university students, too large a proportion of both on-campus and off-campus students do not seem to need to use the library for their course work. The implication is to increase the publicity on what UW can do for students, particularly those off campus.

Because over half of the respondents in all groups indicated a need for information about the UW Library system more work definitely needs to be done in that area. Since UW only began providing library services to off-campus students in the latter part of 1983 this study was particularly timely in giving an indication of what the students need. More information provided directly to the students is certainly indicated beyond contact with the instructors.

This study is particularly useful in the development of a model for providing library services to off-campus students. What has been done thus far in providing reserve materials to local libraries for student use and in providing direct services to students needing library materials is only the tip of the iceberg in what could yet be done for those students who are taking a UW course in a small community that may or may not have a community college library and probably has only a small public library.

PERSONALITY CHARACTERISTICS

One goal for this study was to determine whether there existed differences in the collective personality profiles of the populations tested. For that reason, the Vocational Preference Inventory was used to provide baseline information for the construction of group personality profiles and vocational preference profiles.

The discriminant analysis revealed significant differences between the three groups on three (3) of the eleven scales; Social, Enterprising, and Masculinity. In all three cases, Laramie and Extension respondents were the most opposite in these traits with the UW-Casper respondents falling in-between.

For the Social scale, the Extension group was highest and the Laramie group lowest indicating that, as a group, the Extension people have higher social interests and abilities than the Laramie people (see Appendix D, pg. D-2 for interpretive guidelines).

For the Enterprising scale, the Laramie group was highest and the Extension group lowest indicating the Main Campus persons have a higher need to achieve high status and personal power than the Extension group (see Appendix D, pg. D-3).

The Masculinity scale revealed the Laramie group highest and the Extension group lowest indicating the Laramie respondents would be more likely to choose typical masculine roles and occupations than the Extension group (see Appendix D, pg. D-5).

Construction of "student profiles" based on the overall results of the VPI test is not possible without comparisons to the body of normative data compiled on the VPI and lies beyond the present analysis. However, what is significant in these data by themselves is that UW is apparently serving at least two different populations of students at present which are defined by typical sex-typing characteristics. High scores on the Social scale and low scores on the Masculinity scale (Extension) indicate a preference for occupations and roles traditionally performed by women. The reverse situation (low Social and high Masculinity) as exhibited by the Laramie students indicates a preference for occupations and roles traditionally performed by men.

Whether these results mean that the younger, more traditional students (both male and female) currently prefer the traditional male role (hence becoming more androgenous) more than the other, non-traditional Extension students or whether the results obtained as a result of the heavy preponderance of females in the Extension sample is unclear at this point.

What is clear and is intriguing is the fact that on these distinguishing characteristics the UW-Casper group fell in-between as they did in so many of the aspects of the study. This phenomenon (bolstered by the results of this analysis) leads one to speculate about the effects of site and conditions under which one engages in coursework on attitudes, perceptions, and, perhaps, on personality development. It may be that the more traditional the course delivery site, the more traditional are the values, perceptions, and attitudes of the students involved regardless of how demographically non-traditional are the students. On the other hand, further analysis may reveal that age alone is the factor responsible for this phenomenon. That is, as life experience seems to lead us to believe, as one ages and settles into one's life and career, one tends to alter and adjust one's expectations and aspirations from traits associated with the Enterprising Scale (leadership, power, respect for verbal & persuasion = skills, etc.) toward those assiciated with the high Social/low Masculinity scales (close interpersonal relationships, therapeutic roles, social rather than high-task roles, etc.). Further work on these data will be performed in an attempt to clarify these points.

DISCRIMINANT ANALYSIS

As explained earlier (pp. 18-19), the discriminant analysis test was performed to determine which variables best distinguished between the test populations. Table 37 (Appendix E, pg. E-2) gives the particular variables distinguishing the three groups. The results indicated that the clearest distinctions could

be made between the Extension and Laramie groups (Function 1, accounting for 85% of the variance), but also that some distinctions between UW-Casper and Laramie/ Extension students could be made (Function 2, accounting for 15% of the variance). No clear-cut distinctions could be drawn between the Extension and UW-Casper populations.

Overall, 13 variables best distinguished Nontraditional (Extension) from Traditional (Laramie) students. Three of these (the VPI scales) have been discussed. The other ten included: Age (Nontraditional significantly older); Traditional students believed their education would help them get (or change) a job more than did the Nontraditional; continuing education was more a need for Nontraditional than for Traditional; moving away from home was more important to Traditional students than to Nontraditional; Nontraditional students believed the library to be more important to a college education than did Traditional; Traditional students had less difficulty in returning library materials than Non-Traditional; library materials used by Traditional students were found to be more useful to their studies than for Nontraditional; Nontraditional students believed they need more than the normal loan period for library materials; Non-Traditional students believed more strongly that it is important for the University to provide library materials at the course site than did the Traditional students; and Traditional students believed more strongly that outside reading material for courses requires the use of the University library.

IMPLICATIONS

Implications of this study lie in three areas: 1.) Library services; 2.) Off-campus courses and programs; and 3.) Effect of site/location on the attitudes & perceptions of the students served.

The data serve not only as a baseline of attitudes and perceptions concerning UW library services off-campus, but also give direction to the

continuing efforts to improve library services both on the main campus and around the state at remote sites.

The differences in reasons for attending school indicate a need for the University to assess carefully specific needs of Nontraditional students at remote sites with an eye toward meeting their continuing educational needs as well as their degree program needs.

Finally, and perhaps the most interesting implication, is that as an off-campus site becomes a more traditional site (with on-site faculty, physical facility, on-site library collection and services, etc.), the attitudes, perceptions, and maybe even the personality profile of the student body may become a more traditional configuration regardless of the Nontraditional demographic characteristics of the student body.

APPENDIX A

Results

DEMOGRAPHIC INFORMATION

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Table 2: Respondent Age

All Groups

Range		
18-22 yrs.	26.5%	26.5%
23-26	21.4	
27-35	29.8	51.2
36-39	9.5	
40-45	7.5	17.0
46-49	2.6	
50+	2.7	5.3
	100.0%	100.0%

By Group

Range	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
18-22	181	47.4	11	3.1	50	25.6
23-26	128	33.5	37	10.6	36	18.5
27-35	59	15.4	154	44.0	68	34.9
36-39	7	1.8	63	18.0	19	9.7
40-45	7	1.8	53	15.1	11	5.6
46-49	0	0.0	20	5.7	5	2.6
50+	0	0.0	12	3.4	6	3.1
	382	99.9%	350	99.9	195	100.0
$\bar{X}$	24.1 yrs		34.9 yrs		28.4 yrs	

Table 3: Sex

All Groups

	f	%
Male	343	36.8
Female	589	63.2
	932	100.0

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Male	203	53.0	69	19.4	71	36.6
Female	180	47.0	286	[illegible]	123	63.4
	383	100.0%	355	100.0%	194	100.0%

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Table 4: Marital Status

All Groups

	f	%
Single (Never Married)	386	41.7%
Single (Divorced, Widowed, Separated)	72	7.8
Married	468	50.5
	926	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Single (Never Married)	277	71.9%	34	9.8%	75	38.7%
Single (Divorced, Widowed, Separated)	23	6.0	33	9.5	16	8.2
Married	85	22.1	280	80.7	103	53.1
	385	100.0%	347	100.0%	194	100.0%

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Table 5: Year in College

All Groups

	f	%
Freshman	17	1.8%
Sophomore	70	7.5
Junior	182	19.5
Senior	288	30.9
Graduate	376	40.3
	933	100.0

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Freshman	3	0.8%	1	0.3%	13	6.8%
Sophomore	13	3.4	18	5.1	39	20.3
Junior	93	24.0	54	15.3	35	18.2
Senior	189	48.8	61	17.2	38	19.8
Graduate	89	23.0	220	62.1	67	34.9
	387	100.0%	354	100.0%	192	100.0%

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Table 6: Taking UW Class to Use Toward a Degree

All Groups

	f	%
Yes	782	84.5%
No	143	15.5
	925	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Yes	371	96.6%	231	66.4%	180	93.3%
No	13	3.4	117	33.6	13	6.7
	384	100.0%	348	100.0%	193	100.0%

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Table 7: Current Employment Status

All Groups

	f	%
Working Full time	295	31.8%
Working Part time	315	34.0
Not employed	315	34.0
Retired	2	0.2
	927	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Working Full time	20	5.2%	190	54.3%	85	44.0%
Working Part time	166	43.2	92	26.3	57	29.5
Not employed	198	51.6	66	18.9	51	26.4
Retired	0	0.0	2	0.6	0	0.0
	384	100.0%	350	100.1%	193	99.9%

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Table 8: Respondent is the Only Employed Adult in Household

All Groups

	f	%
Yes	208	23.6%
No	672	76.4
	880	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Yes	98	26.9%	69	20.5%	41	22.8%
No	266	73.1	267	79.5	139	77.2
	364	100.0%	336	100.0%	180	100.0%

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Table 9: Currently Working Full time While Attending School

	All Groups		By Group					
			Laramie		Extension		UW-Casper	
	f	%	f	%	f	%	f	%
Yes	251	31.2%						
No	553	68.8	Yes	15	4.3%	154	54.0%	82	47.7%
	804	100.0%	No	332	95.7	131	46.0	90	52.3
				347	100.0%	285	100.0%	172	100.0%

Table 10: Currently Working Part time While Attending School

	All Groups		By Group					
			Laramie		Extension		UW-Casper	
	f	%	f	%	f	%	f	%
Yes	317	41.1%						
No	454	58.9	Yes	161	44.8%	98	37.7%	58	38.2%
	771	100.0%	No	198	55.2	162	62.3	94	61.8
				359	100.0%	260	100.0%	152	100.0%

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Table 11: Current Occupations

All Groups

	f	%
Professional	410	44.8%
Clerical	90	9.8
Skilled Labor	71	7.8
Unskilled Labor	83	9.1
Not employed	261	28.5
	915	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Professional	84	22.0%	240	69.2%	86	46.0%
Clerical	32	8.4	27	7.8	31	16.6
Skilled Labor	42	11.0	19	5.5	10	5.3
Unskilled Labor	53	13.9	9	2.6	21	11.2
Not employed	170	44.6	52	15.0	39	20.9
	381	99.9%	347	100.1%	187	100.0%

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Table 12: Personal Income in 1983

All Groups

Overall $\bar{X}$ = $9,692

By Group

Laramie $\bar{X}$ = $ 5,552

Extension $\bar{X}$ = $13,234

UW-Casper $\bar{X}$ = $12,057

Table 13: Family Income in 1983

All Groups

Overall $\bar{X}$ = $25,221

By Group

Laramie $\bar{X}$ = $25,221

Extension $\bar{X}$ = $30,418

UW-Casper $\bar{X}$ = $26,355

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Table 14: Number of Persons Living in Household

All Groups

Number	f	%
1	169	17.4%
2	239	25.7
3	189	20.3
4	210	22.6
5	83	8.9
6	26	2.8
7	4	0.4
8	5	0.5
9	7	0.8
10+	5	0.5
	930	99.9%

$\bar{X} = 3.02$

By Group

	Laramie		Extension		UW-Casper	
Number	f	%	f	%	f	%
1	95	24.7%	38	10.9%	29	15.0%
2	118	30.7	76	21.7	45	23.3
3	75	19.5	66	18.9	48	24.9
4	59	15.4	110	31.4	41	21.2
5	21	5.5	45	12.9	17	8.8
6	8	2.1	8	2.3	10	5.2
7	2	0.5	2	0.6	0	0.0
8	1	0.3	2	0.6	2	1.0
9	4	1.0	2	0.6	1	0.5
10+	1	0.3	1	0.3	0	0.0
	384	100.0%	350	100.2%	193	99.9%
	$\bar{X} = 2.54$		$\bar{X} = 3.31$		$\bar{X} = 3.09$	

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Table 15: Number of Dependent Children in Household

All Groups

Number of Children	f	%
0	444	47.4%
1	168	17.9
2	204	21.8
3	80	8.5
4	22	2.4
5+	18	1.9
	936	99.9%

$\bar{X} = 1.06$

By Group

Number of Children	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
0	247	63.7%	111	31.4%	86	44.3%
1	59	15.2	70	19.8	39	20.1%
2	48	12.4	113	31.9	43	22.2
3	21	5.4	45	12.7	14	7.2
4	6	1.5	8	2.3	8	4.1
5+	7	1.8	7	2.0	4	2.1
	388	100.0%	354	100.1%	194	100.0%
	$\bar{X} = 0.71$		$\bar{X} = 1.41$		$\bar{X} = 1.13$	

APPENDIX B

Results

MOTIVATIONS FOR ATTENDING SCHOOL

REASONS FOR ATTENDING COLLEGE

Subjects were asked to respond to questions concerning their motivations for attending school. A five-point Likert scale was used with responses ranging from "Strongly Agree" as value 1 to "Strongly Disagree" as value 5. These results are presented in Table 16. Overall mean responses (All Groups) and individual group mean responses are given. Standard deviation values are reflected for each mean.

The last question in this section asked respondents to look back over the list of reasons and choose the single most important reason they decided to go to school and to list its number. Results for this question are given in Table 17 and are presented as a relative percentage of the respondents who chose that particular reason as most important to them. An arbitrary cutoff of 10% was used as the criterion for being listed as important to the group. That is, at least 10% of the respondents in a particular group had to indicate a particular reason for it to be chosen as an "important reason" for the group.

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Table 16: Reasons for Attending School

Question	Overall $\bar{X}$	Laramie $\bar{X}$	Extension $\bar{X}$	UW-Casper $\bar{X}$
(1 = Strongly Agree; 5 = Strongly Disagree)				
1. I felt my eduation was was incomplete.	2.08 SD = 1.11	2.05 SD = 0.99	2.22 SD = 1.25	1.88 SD = 1.05
2. I wanted to prove something to myself.	2.49 SD = 1.16	2.44 SD = 1.07	2.56 SD = 1.24	2.47 SD = 1.16
3. I am looking for a new way of life.	2.52 SD = 1.15	2.37 SD = 1.07	2.77 SD = 1.18	2.40 SD = 1.18
4. I wanted to change jobs.	2.82 SD = 1.35	2.85 SD = 1.29	2.84 SD = 1.40	2.73 SD = 1.39
5. I had a liking for a particular subject.	2.06 SD = 0.97	1.98 SD = 0.85	2.19 SD = 1.08	1.98 SD 1.00
6. I was curious to find out what my abilities would be in an academic field.	2.87 SD = 1.09	2.74 SD = 1.00	2.99 SD = 1.11	2.91 SD = 1.17
7. I wanted to get back my confidence.	3.46 SD = 1.12	3.50 SD = 1.03	3.47 SD = 1.19	3.34 SD = 1.16
8. I felt school would help me get (or change) a job.	1.89 SD = 1.09	1.53 SD = 0.73	2.24 SD = 1.28	2.01 SD = 1.13
9. I just wanted to go to college.	2.84 SD = 1.23	2.73 SD = 1.19	2.91 SD = 1.21	2.97 SD = 1.34
10. I felt that my parents wanted me to go to college.	3.19 SD = 1.32	2.79 SD = 1.28	3.47 SD = 1.24	3.53 SD = 1.32
11. I felt that my spouse or children wanted me to go to college.	3.69 SD = 1.08	3.79 SD = 1.06	3.52 SD = 1.09	3.79 SD = 1.05
12. I wanted to obtain the credential of a college degree.	2.00 SD = 1.10	1.81 SD = 0.88	2.24 SD = 1.27	1.99 SD = 1.10

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Table 16 (cont'd)

Question	Overall $\bar{X}$	Laramie $\bar{X}$	Extension $\bar{X}$	UW-Casper $\bar{X}$
13. I wanted to learn more about a particular subject.	1.93 SD = 0.86	1.89 SD = 0.79	2.03 SD = 0.96	1.86 SD = 0.82
14. I wanted to do some serious study.	2.52 SD = 1.07	2.66 SD = 1.05	2.42 SD = 1.10	2.40 SD = 1.03
15. My employment requires that I obtain additional education.	2.93 SD = 1.30	3.16 SD = 1.21	2.44 SD = 1.31	3.32 SD = 1.22
16. I wanted to move away from home.	3.61 SD = 1.20	3.20 SD = 1.19	3.90 SD = 1.11	3.95 SD = 1.12
17. I wanted to be with my friends.	3.77 SD = 1.01	3.58 SD = 0.99	3.83 SD = 1.02	4.08 SD = 0.98
18. I went to school primarily because I had received financial assistance (i.e., scholarship, Veteran's benefits, grant, etc.)	3.81 SD = 1.18	3.48 SD = 1.27	4.06 SD = 1.03	4.05 SD = 1.06
19. I went to school because my family life stuation changed (i.e., marital status, children grown, etc.)	3.87 SD = 1.11	3.90 SD = 1.03	3.79 SD = 1.17	3.96 SD = 1.13
20. I went to school to find something that interested me.	2.91 SD = 1.17	2.70 SD = 1.07	3.16 SD = 1.22	2.89 SD = 1.19
21. I went to school for personal satisfaction.	1.94 SD = 0.95	1.95 SD = 0.90	1.93 SD = 0.97	1.95 SD = 1.02
22. I went to school because I didn't know what else to do.	3.83 SD = 1.09	3.51 SD = 1.14	4.15 SD = 0.89	3.95 SD = 1.14
23. I went to school to get a better job.	2.09 SD = 1.11	1.95 SD = 0.99	2.21 SD = 1.18	2.19 SD = 1.16

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Table 16 (cont'd)

Question	Overall $\bar{X}$	Laramie $\bar{X}$	Extension $\bar{X}$	UW-Casper $\bar{X}$
24. I went to school to be able to make more money.	2.07 SD = 1.08	1.96 SD = 1.03	2.22 SD = 1.15	2.03 SD = 1.01

Table 17: Most Important Reason for Going to School

(NOTE: Only those questions which were listed by at least 10% of the group respondents are presented here.)

By Group

Important Reason	Laramie	Extension	UW-Casper
1. I felt my education was incomplete.	--	--	10.3%
8. I felt school would help me get (or change) a job.	16.5%	--	--
12. I wanted to obtain the credential of a college degree.	--	11.8%	14.1%
21. I went to school for personal satisfaction.	12.3%	16.7%	16.2%
23. I went to school to get a better job.	11.6%	--	--

APPENDIX C

Results

OPINIONS AND PERCEPTIONS ABOUT LIBRARY SERVICES

OPINIONS AND PERCEPTIONS ABOUT LIBRARY SERVICES

Subjects were asked to respond to questions concerning aspects of UW Library services and holdings. Two question formats were used in this part of the questionnaire. The first, summarized in Table 18, utilized a five-point Likert scale for questions dealing with opinions and perceptions about selected aspects of library services. Overall mean responses (All Groups) and individual group means as well as standard deviation values are shown.

The second set of questions dealing with library services was formatted similarly to the questions in the demographic section and are presented below in Tables 19-33. These tables present data derived from additional questions of interest concerning library issues and are given as frequencies and relative percentages for all groups and for individual groups.

Tables 34 and 34a show the responses to the open-ended question: "What do you need most from your University library to assist you with your courses?"

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Table 18: Opinions about Library Services

Question	Overall $\bar{X}$	Laramie $\bar{X}$	Extension $\bar{X}$	UW-Casper $\bar{X}$
(1 = Strongly Agree; 5 = Strongly Disagree)				
1. I feel that students taking UW courses at locations in the state other than Laramie have eduational opportunities equal to those of students who study on the main campus in Laramie.	3.38 SD = 1.09	3.43 SD = 0.85	3.22 SD = 1.18	3.59 SD = 1.32
2. The use of the library is an important part of college education.	1.66 SD = 0.75	1.78 SD = 0.84	1.56 SD = 0.67	1.59 SD = 0.65
3. It is important for my study that I obtain reference material which is additional to the study guides/notes and and other study materials which are available to me through the classroom setting.	1.97 SD = 0.93	2.05 SD = 1.00	1.93 SD = 0.91	1.88 SD = 0.80
4. I feel that I need more guidance on the relevance and contents of reference material which can be obtained through the library.	2.51 SD = 0.97	2.41 SD = 0.99	2.52 SD = 0.97	2.71 SD = 0.93
5. The paperwork involved in borrowing library materials from the University library discourages me from using the service.	3.37 SD = 1.07	3.67 SD = 0.96	3.05 SD = 1.17	3.38 SD 0.98
6. The difficulty involved in returning library materials to the University library discourages me from using the service.	3.50 SD = 1.06	3.89 SD = 1.88	3.08 SD = 1.14	3.42 SD = 0.97

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Table 18 (cont'd)

Question	Overall $\bar{X}$	Laramie $\bar{X}$	Extension $\bar{X}$	UW-Casper $\bar{X}$
7. The cost of returning borrowed library materials to the University library discourages me from using the service.	3.53 SD = 1.03	3.83 SD = 0.88	3.19 SD = 1.14	3.49 SD = 0.95
8. The library materials I have requested from the University library system have arrived quickly enough for me to use them when I needed them.	2.87 SD = 1.06	2.85 SD = 0.91	2.91 SD = 1.22	2.84 SD = 1.07
9. The library materials I have borrowed from the University library have been useful for my studies.	2.18 SD = 0.99	1.88 SD = 0.71	2.45 SD = 1.20	2.34 SD = 0.94
10. I have found the materials and services of libraries other than the University of Wyoming library to be useful for my studies.	2.32 SD = 0.99	2.54 SD = 0.91	2.24 SD = 1.10	2.01 SD = 0.83
11. It is important that the University library send me alternative or substitute books or articles, when requested, if the ones I want are not available.	2.60 SD = 1.17	2.65 SD = 1.03	2.63 SD = 1.43	2.43 SD 0.89
12. I frequently waste time requesting books I want only to find that my University library doesn't have them available.	3.11 SD = 1.15	3.11 SD = 1.14	3.20 SD = 1.32	2.93 SD = 0.76
13. When I have borrowed items from my University library, I have had enough time to get what I needed from the materials within the normal loan period.	2.69 SD = 1.21	2.37 SD = 1.08	3.04 SD = 1.39	2.72 SD = 0.92

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Table 18 (cont'd)

Question	Overall $\bar{X}$	Laramie $\bar{X}$	Extension $\bar{X}$	UW-Casper $\bar{X}$
14. I have had no difficulty in obtaining photocopies of library materials I need from the University library.	2.58 SD = 1.16	2.31 SD = 1.10	2.86 SD = 1.27	2.66 SD = 0.91
15. Difficulty in obtaining materials has had an adverse effect on my studies this year.	3.54 SD = 1.10	3.75 SD = 1.03	3.39 SD = 1.24	3.37 SD = 0.88
16. I understand library systems well enough to be able to find the information I want in most libraries.	2.31 SD = 1.14	2.42 SD = 1.18	2.35 SD = 1.22	2.01 SD = 0.78
17. I would like to be able to read more widely on related subjects but reading the compulsory material takes up all of my study time.	2.25 SD = 1.09	2.10 SD = 1.00	2.45 SD = 1.26	2.23 SD = 0.88
18. I think that the opportunity to personally access the University library on the main campus in Laramie is an important part of the educational experience of the student.	2.15 SD = 1.07	1.94 SD = 0.93	2.25 SD = 1.06	2.45 SD = 1.29
19. I believe it is important for the University to provide library services and materials at the course site for each course offered whether the course is on the main campus or off-campus.	2.04 SD = 0.99	2.32 SD = 1.03	1.84 SD = 0.95	1.79 SD = 0.82
20. I believe that the library hours available in support of the course I'm taking are sufficient to meet my needs.	2.58 SD = 1.16	2.30 SD = 1.07	2.82 SD = 1.22	2.74 SD = 1.11

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Table 18 (cont'd)

Question	Overall $\bar{X}$	Laramie $\bar{X}$	Extension $\bar{X}$	UW-Casper $\bar{X}$
21. The courses I'm now taking do require outside reading.	2.32 SD = 1.28	2.37 SD = 1.32	2.35 SD = 1.31	2.14 SD = 1.11
22. The courses I'm taking should require outside reading.	2.67 SD = 1.16	2.77 SD = 1.17	2.65 SD = 1.21	2.47 SD = 1.03
23. I believe that such outside reading does require the use of the University library services.	2.23 SD = 1.14	2.04 SD = 1.01	2.50 SD = 1.34	2.16 SD = 0.88

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Table 19: Most Often Used Library

	Laramie		Extension		UW-Casper**	
Library	f	%	f	%	f	%
Coe	248	64.8%	16	4.7%	0	0.0%
Science	106	27.7	15	4.4	0	0.0
Geology	17	4.4	3	0.9	0	0.0
Albany County Pub.	9	2.3	0	0.0	0	0.0
UW-Casper	0	0.0	3	0.9	29	14.9
Natrona Cnty. Pub.	0	0.0	26	7.7	51	26.2
Casper College	1	0.3	17	5.0	99	50.8
Other	2	0.5	259*	76.4	16	8.2
	383	100.0%	339	100.0%	195	100.1%

The computer allowed for only the libraries listed above. Tallies from the individual questionnaires resulted in the following breakdown of libraries in the other category under Extension. Tallies from the individual questionnaires also resulted in the following breakdown under UW-Casper.

*Extension

AFIT	1	Laramie Cnty. Pub.	1
Big Horn	1	Northwest Com. Col.	1
Carbon Cnty. Pub.	3	Own Library	1
Central Wy. College	17	Parks Cnty. Pub.	7
Eastern Montana Col.	1	Platte Cnty. Pub.	2
Eastern Wy. Col.	21	Riverton Pub.	17
Elementary School	10	Rock Springs Pub.	33
Fremont Cnty. Pub.	19	Scottsbluff (Neb.)	1
Goshen Cnty. Pub.	10	Sheridan	2
High School	6	Sheridan College	53
Hospital	1	Sheridan Cnty. Pub.	40
Johnson Cnty. Pub.	4	Sweetwater Cnty. Pub.	16
Junior High School	2	VA Medical	2
Laramie Cnty. Com. Col.	2	Western Wy. Col.	41

**UW Casper

BYU	2	Elementary	1
Casper College	139	High School	1
Chadron State Col. (Neb.)	1	Hospital	1
Coe	1	Natrona Cnty. Pub.	91
Converse Co.	2	Sheridan Cnty. Pub.	1
Colorado State Univ.	1	UW-Casper	22
Downtown	2	Wyoming Extension	1

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Table 20: Does the Most Often Used Library Have UW Materials

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Yes	369	95.8%	156	46.3%	104	53.6%
No	4	1.0	61	18.1	48	24.7
Don't know	12	3.1	120	35.6	42	21.6
	385	99.9%	337	100.0%	194	99.9%

Table 21: How Far Do You Live From the Library You Use Most Often for UW Courses

	Laramie		Extension		UW-Casper	
Distance	f	%	f	%	f	%
Less than 1 mile	78	19.9%	7	2.0%	5	2.6%
1-2 miles	197	50.4	108	30.3	82	42.1
3-5 miles	62	15.9	93	26.1	64	32.8
6-10 miles	32	8.2	29	8.1	20	10.3
11-25 miles	10	2.6	43	12.1	13	6.7
26-50 miles	4	1.0	25	7.0	1	0.5
51-100 miles	7	1.8	33	9.3	8	4.1
More than 100	1	0.3	18	5.1	2	1.0
	391	100.1%	356	100.0%	195	100.1%

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Table 22: How Often Could You Visit the Library You Use Most Often for UW Courses if You Chose to Do So

	Laramie		Extension		UW-Casper	
Times	f	%	f	%	f	%
Most Days	202	62.5%	124	41.6%	73	42.2%
Most Evenings	58	18.0	57	19.1	36	20.8
Most Weekends	16	5.0	34	11.4	16	9.2
Once per month	33	10.2	40	13.4	39	22.5
Few times per year	12	3.7	31	10.4	8	4.6
Never	2	0.6	12	4.0	1	0.6
	323	100.0%	298	99.9%	173	99.9%

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Table 23: I Would Visit The Local UW Library Collection Most During Which Hours

All Groups

Times	f	%
8-5 Weekdays	261	29.1%
5-10 Weeknights	409	45.6
8-5 Saturdays	70	7.8
5-10 Saturday Nights	31	3.5
8-5 Sundays	32	3.6
5-10 Sunday Nights	15	1.7
Other	78	8.7
	896	100.0%

By Group

	Laramie		Extension		UW-Casper	
Times	f	%	f	%	f	%
8-5 Weekdays	122	31.5%	90	28.1%	49	25.9%
5-10 Weeknights	176	45.5	133	41.6	100	52.9
8-5 Saturdays	16	4.1	36	11.3	18	9.5
5-10 Saturday Nights	12	3.1	18	5.6	1	0.5
8-5 Sundays	13	3.4	10	3.1	9	4.8
5-10 Sunday Nights	6	1.6	3	0.9	6	3.2
Other	42	10.9	30	9.4	6	3.2
	387	100.0%	320	100.0%	189	100.0%

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Table 24: How Often Do You Use UW Library Materials

All Groups

	f	%
Rarely	265	29.3%
Sometimes	361	39.9
Often	185	20.5
Very Often	93	10.3
	904	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Rarely	43	11.4%	150	44.6%	72	37.9%
Sometimes	164	43.4	127	37.8	70	36.8
Often	110	29.1	41	12.2	34	17.9
Very Often	61	16.1	18	5.4	14	7.4
	378	100.0%	336	100.0%	190	100.0%

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Table 25: In the Span of a Semester, I Use UW Materials Approximately How Many Time

All Groups

Number Times	f	%
0 times	193	22.1%
1-5 times	331	37.9
6-10 times	146	16.7
11-20 times	109	12.5
21-30 times	44	5.0
31-50 times	28	3.2
More than 50 times	23	2.6
	874	100.0%

By Group

	Laramie		Extension		UW-Casper	
Number Times	f	%	f	%	f	%
0 times	30	8.0%	108	34.4%	55	29.6%
1-5 times	122	32.6	128	40.8	81	43.5
6-10 times	80	21.4	37	11.8	29	15.6
11-20 times	69	18.5	26	8.3	14	7.5
21-30 times	36	9.6	5	1.6	3	1.6
31-50 times	20	5.3	5	1.6	3	1.6
More than 50	17	4.5	5	1.6	1	0.5
	374	99.9%	314	100.1%	186	99.9%

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Table 26: Borrowed Approximately How Many Books, Periodicals, or other Materials from the UW Library during Last Full Semester of Attendance

All Groups

Number Items	f	%
0 items	290	33.2%
1-5 items	198	22.7
6-10 items	168	19.2
11-20 items	130	14.9
21-30 items	41	4.7
31-50 items	32	3.7
More than 50	14	1.6
	873	100.0%

By Group

	Laramie		Extension		UW-Casper	
Number Items	f	%	f	%	f	%
0 items	84	22.0%	134	43.6%	72	39.1%
1-5 items	84	22.0	68	22.1	46	25.0
6-10 items	88	23.0	43	14.0	37	20.1
11-20 items	73	19.1	39	12.7	18	9.8
21-30 items	29	7.6	5	1.6	7	3.8
31-50 items	15	3.9	14	4.6	3	1.6
More than 50	9	2.4	4	1.3	1	0.5
	382	100.0%	307	99.9%	184	99.9%

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Table 27: Use of the UW Library Collection Most Often Depends Upon What

All Groups

	f	%
Personal Curiosity	98	12.5%
Professor Assignment	335	42.7
Term Paper	166	21.2
Need to Read Beyond Assigned Text	113	14.4
Other	72	9.2
	784	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Personal Curiosity	45	13.3%	29	10.7%	24	13.7%
Professor Assignment	150	44.4	118	43.5	67	38.3
Term Paper	68	20.1	48	17.7	50	28.6
Need to Read Beyond Assigned Text	51	15.1	45	16.6	17	9.7
Other	24	7.1	31	11.4	17	9.7
	338	100.0%	271	99.9%	175	100.0%

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Table 28: If the Local UW Library Collection does not have the Materials Needed for a course, I Most Often Obtain them from...

All Groups

	f	%
Another local Library	403	45.7%
Interlibrary Loan	210	23.8
Direct Request from UW Library	55	6.2
Don't Know	154	17.5
Can't Get Them	59	6.7
	881	99.9%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Another Local Library	129	34.6%	140	44.2%	134	70.2%
Interlibrary Loan	90	24.1	92	29.0	28	14.7
Direct Request from UW Library	19	5.1	30	9.5	6	3.1
Don't Know	97	26.0	43	13.6	14	7.3
Can't Get Them	38	10.2	12	3.8	9	4.7
	373	100.0%	317	100.1%	191	100.0%

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Table 29: Do You know about the Toll-free Telephone Number You can Use to Obtain Information about UW Libraries

All Groups

	f	%
Yes	92	9.9%
No	839	90.1
	931	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Yes	19	4.9%	62	17.7%	11	5.6%
No	367	95.1	288	82.3	184	94.4
	386	100.0%	350	100.0%	195	100.0%

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Table 30: I have received Information about UW Libraries

All Groups

	f	%
Yes	303	32.9%
No	617	67.1
	920	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Yes	125	32.4%	92	274.4%	86	44.3%
No	261	67.6	248	72.9	108	55.7
	386	100.0%	340	100.0%	194	100.0%

Table 31: I have found that Information to be Useful

All Groups

	f	%
Yes	257	30.0%
No	340	37.0
No Response	322	35.0
	919	99.9%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Yes	110	29.1%	88	25.4%	59	30.3%
No	168	44.4	86	24.9	86	44.1
No Response	100	26.5	172	49.7	50	25.6
	378	100.0%	346	100.0%	195	100.0%

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Table 32: Do You Know about the Bibliographic Databases Searches that can be done for you for a Fee

All Groups

	f	%
Yes	199	21.5%
No	728	78.5
	927	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Yes	92	23.8%	71	20.6%	36	18.5%
No	295	76.2	274	79.4	159	81.5
	387	100.0%	345	100.0%	195	100.0%

Table 33: Do You have a Need for a Database Search for Your Class

All Groups

	f	%
Yes	261	29.2%
No	634	70.8
	895	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
Yes	116	30.8%	91	27.4%	54	29.0%
No	261	69.2	241	72.6	132	71.0
	377	100.0%	332	100.0%	186	100.0%

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Table 34: What is Needed Most from Your University Library to Assist You with Your Classes?

All Groups

	f	%
No response	281	30.0%
Nothing needed	37	4.0
Other	624	66.0
	942	100.0%

By Group

	Laramie		Extension		UW-Casper	
	f	%	f	%	f	%
No response	47	12.0%	148	42.0%	86	44.0%
Nothing needed	12	3.0	11	3.0	14	7.0
Other (detail Table 34a)	332	85.0	197	55.0	95	49.0
	391	100.0%	356	100.0%	195	100.0%

Table 34a: Other Responses (multiple answers are included)

Laramie

a good collection of books on American western and American history 1
a handout on everything in the library 1
a tour of the library and all it has to offer me 1
a tutor 1
abstracts 1
abstracts and professional papers 1
access time on weekends 1
access to business periodicals & journals 1
accounting books and periodicals 1
accounting problems and solutions work books 1
additional reading for class 1
additional readings or examples beyond the course text 1
advisors to tell where information is housed 2
an assistant 1
art education books 1
art library with an excellent collection on contemporary art 1
articles and books on job opportunities 1
articles in journals, periodicals, etc.
availability 1
availability of papers 1
availability of personal assistance when needed 1
availability to material 1
available hours 1
be able to get what I need when I need it 1
better art section, especially contemporary art 1
better collection of journals 1
better information on services available 1
better organization of material, get Deweys into LC 1
better periodical organization and selection 1
better reference guides 1
better smoking lounge 1
better study hours 1
bibliographic data base searches 1
bibliography for research projects 1
books 6
books and periodicals I desire 1
books available for gathering research 1
books for research papers 1
books never shelved 1
books not already checked out 1
books on local transportation, surveying 1
books that widen the areas of interest which are required 1
broader humanities & social science book collection 1
business and stock indexes 1
business index to find out about certain companies 1

Table 34a (cont'd)

Laramie (cont'd)

business periodicals 4
business related term papers 1
card catalog 1
card file 1
chemical engineering books 1
collection of more material on construction processes 1
comfortable atmosphere 2
complete collection 1
complete topical coverage 1
contemporary books - not magazines 1
course readings 1
current articles 1
current information 3
current journals/periodicals/magazines 8
current literature 1
current reading materials 1
current research articles 1
data search was very helpful 1
data type references 1
dewey decimal system 1
direction and assistance in how to use the library 1
dissertation and more materials 1
dissertation materials 1
diverse research materials 1
don't know 1
easier check out 1
easier searching of periodicals 1
easier way to find material needed 1
equipment catalogs 1
experiment bulletins from various universities
explain operations on how to find information in the journals 1
extensive reference material 1
extensive selection of periodicals 1
factual data such as statistics and research periodicals 1
familiarity with what is available, how to use it 1
financial data on case studies of firms a
financial journals 1
find material not available at UW Library 1
find reports 1
finding material 1
finding research in magazines 1
firm understanding of where to locate subject data base 1
foreign books and publications 1
foxy librarian 1
further reference 1

Table 34a (cont'd)

Laramie (cont'd)

general topic books (broad subjects) 1
geology materials 1
good assistance 1
good references 1
government documents 1
greater access to reference material and some assistance 1
greater assortment of periodicals 1
have been very satisfied with the help 1
help 1
help in finding periodicals 1
help in finding the right material 2
help in knowing where to stop 1
help in obtaining sources for term papers 1
help telling me what is available on a particular topic 1
how to find relevant information for which I'm searching 1
how to use materials in library 2
how to use microfilm 1
ILL 1
indexes 1
information 2
information from periodicals and the files of microfilm 1
information on getting information outside library 1
information on services available 1
information to further class knowledge 1
job related information 1
journal articles UW doesn't carry 1
journal articles, scientific environmental animal diseases 1
journals 40
journals & books 10
just be open
know what's available and its location 1
know where to find things 1
larger collection 1
later hours to facilitate my study hours 1
literature review for thesis 1
location of materials on subjects not listed in the catalog 1
location of periodicals 1
longer check out time on bound periodicals 1
longer hours for finals 1
longer loan period for journals 1
lots of cliff books 1
magazine articles 3
magazines for reports 1

Table 34a (cont'd)

Laramie (cont'd)

mainly general information 1
management books and magazines 1
material available which deals with my major, psychology 1
materials on newer and current topics 1
materials related to course materials, variety of sources 1
microfilm 1
more advertising data 1
more art books 1
more books 2
more books on a subject of research in a class 1
more books on modern art 1
more children's literature 1
more complete collection of scientific articles 1
more copies of frequently assigned texts 1
more copies of research material 1
more current agricultural journals 1
more current and up to date collection 1
more current magazines and journals 1
more hours 1
more information 1
more information on reference materials 3
more journals - medical updated 1
more material 1
more material listed in the directories 1
more organized system of major topics 1
more periodicals 3
more photocopy machines 1
more readily available books 1
more reference 1
more reference material (microfiche) 1
more relevant and current books 1
more research materials in modern theatre and sociology 1
more study areas 2
more study room 2
more up to date books 1
more up to date materials in specific areas 1
more weekend hours 2
much engineering references 1
my major doesn't request outside source of information
need other text books 1
newspaper articles 1
newspapers 3
Newsweek magazines, Time, periodicals 1
nothing yet 1
nursing medical periodicals 1
nursing texts 1

Table 34a (cont'd)

Laramie (cont'd)

old exams 1
on the spot assistance to locate material 1
open doors 1
open during vacation periods 1
organized system for easy access 1
other texts for further information 1
outside readings for studies 1
outside reference 1
people to help direct to proper sources 1
periodicals and current books on hearing/audiology 1
periodicals in the area of physical education 1
periodicals on anthropology and history 1
periodicals references 1
periodicals refiled more quickly 2
PhD research materials 1
physical help to locate books, I'm handicapped & find it difficult to use files and stacks (Science Library) 1
place to study 7
poorest organized library (Science) 1
primary source material 1
professional journals 2
proper research material available 1
quick and thorough assistance 1
quiet study area 19
quieter atmosphere 1
recent articles in newspapers and magazines 1
recently published economics books 1
reference and technical material 1
reference books 1
reference books for certain subjects 1
reference data 1
reference for material on subject matter 1
reference help 1
reference material information 1
reference materials 14
references 1
relevant data concerning for classes 1
required readings 1
research aid 1
research for papers 1
research material concerning the Third World 1
research material for term papers 1
research material from journals relevant to audiology 1
research materials 5
research papers on economics 1
reserve material 1

Table 34a (cont'd)

Laramie (cont'd)

science reference books 1
scientific and engineering journals 1
scientific and technical journals 1
scientific journal articles 2
scientific journal articles for thesis research 1
scientific journals 1
someone to tell me where to find information 1
stacks marked/biology history 1
study guide to the reference area 1
suggestions on resources, references 1
supplementary books 1
table space 1
technical articles 1
technical data 1
technical instructions for research papers 1
technical journals/magazines 2
technical reports 1
term/research paper materials 5
text books 6
text books to explain class topics 1
the answers 1
thesis 1
thesis preparation 1
things on poisonous plants 1
thorough cross-referencing 1
time 1
to ask questions along the line of "where would I find material on" as a general director
to be opened so can be used as study area 1
to be there 1
to learn how to find magazine articles and things 1
unavailable journals at bindery 1
unclear answer 1
up to date criticisms of literature 1
up to date periodicals within my field 1
up to date reference material 1
up to date technical periodicals & magazines 1
up to date text and information on research material 1
up to date texts 1
updated issues on Standard & Poor's and where they are 1
well stocked supply of journals 1
wide variety of subjects updated 1
wider selection of books 1
wider selection of books in that area 1
wider variety of psychology journals 1
7 1/2 and 15 degree topo's 1

Table 34a (cont'd)

UW-Casper

access and use of phone 1
access 1
adequate texts, periodicals, competent library staff, adequate study space 1
allowed to get research done 1
any information depends on class 1
art books (up to date) 1
articles 1
as little noise as possible (college library) 1
availability and good hours to obtain material 1
availability of subject matter 1
be more available - too far to walk regularly 1
better selection 1
bibliographic database 1
biology, medical journals 1
books 4
books and articles 2
business periodicals 2
business statistics 1
card catalogs 1
case studies 1
collection of Wall Street journals on microfilm 1
computer terminal with access to computer in Laramie 1
convenience 1
convenient hours 1
cooperation with other libraries - we don't have the resources 1
course lecture supplementary material 1
courtesy 1
critical material for English literature class 1
current business periodicals 3
current material 1
current periodicals/magazines 2
current pro material 1
data base search 1
don't know 7
duplicates to be checked out 1
educational books/magazines 3
extended research material in genetics and wildlife 1
finance books 1
frequently used texts 1
genetics 1
geology magazines 1
growth of UW Library 1
haven't needed to use so far 1
having needed books/necessary material 2

Table 34a (cont'd)

UW-Casper (cont'd)

help with research material 1
helpful librarians 1
ILL 3
ILL from Laramie
independent research material 1
information 2
information on what is available 2
journals and periodicals dating back beyond 1980 1
journals availability 1
journals/periodicals/magazines 15
larger collection in Casper 1
listing of sources and new publications 1
material required by professors when extension courses are taken 1
materials to use 1
medical journals 2
more available books 1
more books on eduation 1
more communication, better librarian & instructor 2
more convenient hours 1
more current books and journals 1
more hours 5
more information about the library 2
more information in Casper - locally 1
more materials 5
more medical materials; especially on cancer treatment, neoplasia 1
more selection 1
more up to date business volumes 2
most books in political science 1
N/A 2
need a 4-year university complete with library 1
needs for different demands 1
no problems 2
notes, material available 1
occasional articles for research papers 1
open on Saturdays 1
outside reading materials to help with term papers 1
peaceful, quiet study environment early in the morning 1
periodicals at the Casper branch 1
periodicals that help reinforce concepts 1
psychology material 2
quiet place to study 2
recent data 1
recent nursing journals 1
reference material on the social studies 1
reference materials/books 6
references 1

Table 34a (cont'd)

UW-Casper (cont'd)

references for term papers 2
related information for research 1
relevant work on course topics 1
research information on course related subjects 1
research materials 4
scientific and medical journals 1
scientific books 1
social work articles 1
stack access 1
supplementary materials/texts/periodicals 1
support data for text 1
technical texts 1
term paper references 1
text books 1
to know about it - I didn't even know it existed 1
to know what is available when I do need materials 1
uncirculated volumes of similar class material 1
up to date books 1
up to date social work information 1
updated material and availability locally 1
well stocked library 1
wider range of periodicals 2

Table 34a (cont'd)

Extension

able to provide requested information 1
access to extra reading sources 1
access to material not available from Sheridan College 1
access/accessibility 2
accessibility to available lists 1
accessibility to reference lists 1
act 1
additional information and hands-on material 1
any assortment of materials to correspond with off campus courses 1
articles on reading 1
associated literature on a topic 1
availability of materials 1
availability of materials through the mail 1
basic informational services 1
be able to browse & select books from the library for correspondence or extension services, without a student card
be closer to my house 1
bibliographies 1
biographies 1
book listing on subjects 1
books 2
branch in Rock Springs (is that UW?) 1
children's literature 1
continuing support of off campus program 1
current available research material 1
current information 1
data base search 1
don't know 4
extended Saturday evening hours (Science?) 1
extra reading for research 1
fast service 1
faster way to receive materials needed 4
full time librarian in 800's 1
general information as to extent of services 1
get materials I need 1
haven't needed much 1
help 1
help in finding particular subjects 1
help with courses 1
how to get ideas about teaching elementary education 1
how to have greater access at such a distance 1
ILL 3
ILL out of town service provided by Jean Johnson 1
information 1
information on available material 1

Table 34a (cont'd)

Extension (cont'd)

information on how to use 1
information on how to get these difficult materials 1
information on services 3
information on special education 1
information, index, feedback 1
instructor requirements 1
journals of the reading teacher 1
less surveys/no more surveys 1
librarian who knows her library 1
library open while I'm on campus (Science?) 1
like to obtain books that interest me 1
list of readings related to extension courses offered 1
literature dated more recently than 1975 1
longer check out time 1
longer weekend hours at UW 1
magazine articles 1
magazine relating to professional interests 1
material for term papers 2
material to serve my interest 1
materials available 1
materials for elementary education methods course 1
materials related to searching methods 1
more availability on nursing material 1
more books and/or periodicals 3
more information 1
more information about its services 1
more information on certain subjects for term papers 1
more references 1
more UW books 1
musical manuscripts 1
N/A 3
need to request more periodicals at a time in ILL 1
needs are met very well 1
nurse books more available 1
nursing books and articles 1
obtaining materials 1
old test to study from 1
open later at night and Sunday mornings (UW) 1
open Sunday mornings (Science?) 1
opportunity to use a variety of reference material 1
outside reading material 1
periodical information 1
periodicals/journals/magazines 10
procedure for acquiring UW books, services available 1
program material for building more knowledge in subject area 1

Table 34a (cont'd)

Extension (cont'd)

quicker ILL 3
reading related articles 1
reference librarian 1
reference material from course work 1
reference material to aid in research for papers 1
reference materials in specific courses/areas 2
reference materials when needed 1
reference materials/books 6
reference texts suggested by instructor 1
references 2
relative books and periodicals 1
reprints of articles 3
required reading materials for course objective 1
research 1
research material 3
research materials for papers and supplementary reading 1
resource list 1
resource material 1
response not clear 1
Saturday night hours in Laramie 1
source list 1
speech pathology materials 1
studies (related) to my interests 1
study areas 1
subject related books 1
supplementary materials 1
supplementary material to complete class material 1
up to date periodicals 1
updated material 1
variety of resource material 1
well stocked shelves 1
wide selection of video tapes 1
wider range of foreign publications 1

APPENDIX D

Results

VOCATIONAL PREFERENCE INVENTORY

VOCATIONAL PREFERENCE INVENTORY

The Vocational Preference Inventory consists of eleven (11) scales for which Holland offers the following interpretations. For the "Empirical Summary," adjectives apply to high scores; low scores are assumed to have opposite traits.

Realistic Scale

Empirical Summary

Males	Females
Masculine	Unsociable
Practical	Masculine
Mechanically inclined	Preoccupied
Normal	Value scientific achievement
Uninsightful	Irresposible
Frank	Many technical competencies
Poor interpersonal skills	Poor interpersonal skills

Clinical Interpretation. High scorers regard themselves as practical-minded, masculine, and normal people. Their hard-headed orientation is consistent with their mechanical skills and interests and their lack of skills in interpersonal relations, low social interests, and aversion for problems requiring sensitivity to one's own feelings, or those of others as in the arts or persuasive roles.

Intellectual Scale

Empirical Summary

Males	Females
Scientifically inclined	Scientifically inclined
High scientific, research and math ability	Shy
Value contributions to science	High scientific, research and math ability
Inventive	Value making contributions to science
Precise	Radical
Achieving	Achieving
Independent	Independent
Shy	
Radical	
Curious	
Many scientific competencies	

Clinical Interpretation. High scorers are concerned with science, mathematics, and theory. Prefer to "think through" problems rather than "act out" problems. Value science and aesthetic problems. Deprecate social, political, and business activities. Tend to be bright, scholarly, and persistent. Have high educational aspirations.

Social Scale

Empirical Summary

Males	Females
Sociable	Sociable
Persuasive	Feminine
Feminine	Dependent
Dominant	Enthusiastic
Insightful	Adventurous
Naive	Religious
Dependent	Conservative
Conservative	Value social and religious achievement
Idealistic	Helpful
Value social and religious achievement	Dominant
Religious	Naive
Enthusiastic	Insightful
Understanding of others	Understanding of others
Many social and educational competencies	Many social and educational competencies

Clinical Interpretation. Have social interests, prefer teaching or therapeutic roles. Are responsible, accepting of feminine impulses and roles, and facile and insightful in interpersonal relationships. High scorers have good role playing ability and the ability to relate to others, or the ability to form "close" as opposed to "superficial" relationships.

Conventional Scale

Empirical Summary

Males	Females
Clerical interest and ability	Analytical
Conforming	Shrewd
Orderly	Extroverted
Dependent	Practical
Inflexible	Persistent
Anti-artistic orientation	Dependent
Value hard work, financial, and business achievement	Clerical interest and activity
Persistent	Value hard work, financial, and business achievement
Practical	Many business and clerical competencies
Many business and clerical competencies	

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Clinical Interpretation. Are conventional (conforming, status-oriented, ethnocentric, not original). Have introcepted the culture with unusual completeness. Often appear controlled, defensive. Prefer structured rote verbal and numerical activities. Generally prefer subordinate roles. They seem to achieve their goals by conforming, living by the rules, and ordering their lives. In this fashion, they obtain satisfaction and simultaneously avoid conflict and anxiety which appear to be aroused by ambiguous situations and problems of interpersonal relationships. Their habitual subordination of their personal needs appears to make them generally productive and effective in well-structured tasks. Their values and attitudes include strong identifications with power, externals, money, and status.

Enterprising Scale

Empirical Summary

Males	Females
Dominant	Dominant
Enthusiastic	Sociable
Good leader	Enthusiastic
Adventurous	Adventurous
Sociable	Pleasure seeking
Popular	Flirtatious
Persuasive	Impulsive
Flirtatious	Aggressive
Value being:	Shrewd
influential in public affairs	Value being:
well dressed	community leader
expert in finance and business	influential in public affairs
famous	famous
well liked	Dependent
Impulsive	
Pleasure seeking	
Dependent	
Cheerful	

Clinical Interpretation. Dominant, sociable, cheerful,and adventurous. Differ from Conventional high scorers in their need for ambiguous verbal tasks rather than structured activity and a greater need for power. This scale is, in one sense, an activity scale which represents euphoric behavior at one extreme and depressive behavior at the other. Prefer social interaction as a medium of personal expression, b dislike well-defined language or work situations. Conceive of themselves as strong leaders. Regard their verbal and persuasive skills as their greatest assets. Have strong needs to achieve and secure high status.

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Artistic Scale

Empirical Summary

Males	Females
Artistic interests	Artistic interests
Feminine	Introverted
Have artistic ability	Sensitive
Original	Feminine
Expressive	Original
Introverted	Expressive
Unconventional	Value:
Value:	having philosophy of life
having philosophy of life	artistic achievement
artistic achievement	Many artistic competencies
Many artistic competencies	

Clinical Interpretation. Have artistic, musical, and literary interests. Resemble the stereotype of the artist in some ways--may be immature, anxious, sensitive, and feminine. Tend to be original, imaginative, complex, unconventional, and introverted.

Self-Control Scale

Empirical Summary

Males	Females
Responsible	Serious
Not pleasure seeking	Insecure
Insecure	Cautious (dislike taking chances)
Self-controlled	Few interests
Cautious (dislike taking chances)	Lack technical and athletic competencies
Persistent	
Not rebellious	

Clinical Interpretation. Self-control is defined simply as the habitual inhibition of impulses to act out motivation, thinking, or phantasy. Or, in the words of the man on the street, it is captured in the expressions, so and so is careful, smooth," "always says the right thing," "never makes anyone mad," "stays out of trouble."

High scores indicate over-control. High scorers are often described as inhibited, constricted, passive, and responsible. High scores indicate concern with physical injury, illness, preoccupation with physical and medical problems, and potentially dangerous or threatening physical situations.

Low scores indicate impulsiveness and a tendency to "act out" which is suggestive of a kind of asocial psychopathy. Average scores are associated with a healthy sponetaneity in living and originality when associated with other positive signs.

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Masculinity Scale

Empirical Summary

Males	Females
Masculine	Masculine
Active	Mature
Shrewd	Shrewd
Unsociable	Unsociable
Hardheaded	
Competitive	
Many technical and athletic competencies	
Conforming	

Clinical Interpretation. High scores indicate frequent choice of masculine occupational roles; that is, choices commonly preferred by men. Low scores indicate occupations preferred by women. This scale can be used to estimate the degree to which a person has incorporated traditional sextyping into his thinking about occupations. For example, a man with low scores is a more likely prospect for occupations dominated by women than a man with high scores. Likewise, a woman with a high score is a more likely prospect for occupations dominated by men. The Masculinity scale is also useful for detecting faking, because of its correlation with the interest scales. For example, high Social and Artistic scales should go with a low Masculinity score.

Status Scale

Empirical Summary

Males	Females
Sociable	Sociable
Competitive	Enthusiastic
Responsible	Dominant
Feminine	Adventurous
Dependent	Feminine
Adventurous	Dependent
Value being: community leader, expert in finance and business, influential in public affairs, keeping up to date in political affairs	Expressive
Enthusiastic	Many competencies: leadership, sales, social, educational, governmental, business, and clerical
Expressive	
Good writer	
Self-acceptance	

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Clinical Interpretation. High scores are indicative of vocational choices with high prestige ranking. Generally, individual scores are positively correlated with the subject's social origin. Scores appear to represent a measure of the subject's expectation of, and need for status or prestige. They may also represent a crude measure of the need for upward mobility. The Status scale provides an estimate of the subject's self-esteem and self-confidence; that is, self-confidence is associated with high scores, self-deprecation with low scores.

Infrequency Scale

Empirical Summary

Males	Females
Lacking talent and ablility	Low mechanical ability
Not inventive	Lacking sense of humor
Not imaginative	Dependent
Not mechanical	Paranoid
Poor math and scientific ability	Few claimed competencies
Few claimed competencies	Low aspiration level
Undesirable traits	Introverted
Not social	
Not industrious	
Insecure	
Dislike change	
Not friendly	
Immature	
Self-deprecating	
Deferent	
Other information	
History of unemplowment, low salary, low education and psychotic rather than non-psychotic psychiatric diagnosis, psychiatric patients obtain higher scores than normals	
Low aspiration level	

Clinical Interpretation. The scored items include preferences for unpopular, feminine, low status occupations and the rejection of masculine, high status, popular occupations requiring various kinds of interpersonal, artistic, and intellectual talent. This analysis suggests that high scorers have atypical vocational preferences and, by implication, high scorers have self-deprecating attitudes about themselves and have deviant attitudes about their culture. In contrast, low scorers see the occupational world in the popular way, have positive evaluations of their abilities and personality, and have high aspirations.

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Acquiescence Scale

Empirical Summary

Males	Females
Sociable	Enthusiastic
Dominant	Dominant
Enthusiastic	Conventional
Cheerful	Accepting of others
Pleasure seeking	Many interests
Normal	
Dependent	
Impulsive	
Many interests	
Observing	

Clinical Interpretation. Subjects who prefer many occupations are expressing a sociable, cheerful, active, frank, and conventional outlook about the vocational world, whereas subjects who like only a few occupations are expressing an unsociable, depressive, and unconventional outlook. Many preferences are also associated with self-confidence; few preferences are associated with self-deprecation. Extremely high Ac scores are associated with poor judgment and lack of personal integration.

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Table 35: Means and Standard Deviations on Holland's Vocational Preference Inventory Scales

Scale		Overall	Laramie	Extension	UW-Casper
Realistic	$\bar{X}$	2.14	2.79	1.55	1.83
	S.D.	2.63	3.02	2.14	2.26
Intellectual	$\bar{X}$	3.70	3.65	3.67	3.88
	S.D.	3.75	3.77	3.83	3.56
Social	$\bar{X}$	4.22	3.33	5.08	4.56
	S.D.	3.82	3.77	3.69	4.29
Conventional	$\bar{X}$	2.26	2.90	1.70	1.90
	S.D.	3.16	3.63	2.65	2.68
Enterprising	$\bar{X}$	3.42	4.24	2.55	3.26
	S.D.	3.53	3.81	3.08	3.29
Artistic	$\bar{X}$	3.63	3.68	3.66	3.49
	S.D.	3.96	3.92	4.12	3.80
Self-control	$\bar{X}$	8.96	8.56	9.53	8.77
	S.D.	4.51	4.19	4.91	4.33
Masculinity	$\bar{X}$	6.29	7.34	5.16	6.08
	S.D.	3.12	3.00	2.72	3.33
Status	$\bar{X}$	7.52	7.76	7.21	7.56
	S.D.	3.02	2.72	3.30	3.10
Infrequency	$\bar{X}$	5.78	5.96	5.63	5.66
	S.D.	3.09	2.84	3.30	3.18
Acquiescence	$\bar{X}$	8.52	8.68	8.47	8.29
	S.D.	4.72	4.69	4.92	4.43

APPENDIX E

Results

DISCRIMINANT ANALYSIS

Table 36: Canonical Discriminant Functions' Results

Functi :	Eigenvalue	Percent of Variance	Canonical Correlation	Wilkes Lambda	Chi Squared	Significance
1	1.65555	84.01	.789576	.286328	861.68	.0000
2	.31517	15.99	.489531	.760360	188.76	.0000

Table 37: Canonical Discriminant Function Coefficients

	Function 1	Function 2
Age	.44046 *	.44695 *
Personal Income	.16538	-.19849 *
No. Persons in Household	.00241	-.44587 *
No. Dependent Children	.13203	.33105 *
Reason 1	.06449	.20851 *
4	-.09060	.06625
6	-.13954	-.05795
7	.01160	.33523 *
8	.22446 *	-.24327 *
10	-.02511	-.27945 *
11	-.13003	-.07338
13	.15878	.07137
14	-.06356	.20873 *
15	-.22596 *	-.29963 *
16	.17821 *	-.06928
17	-.09229	-.19839 *
18	.11940	-.09533
19	.09047	.05756
20	.04903	.18044 *
21	-.04065	-.17568 *
22	.11513	.04612
23	-.06691	-.18843 *
24	-.02701	.28409 *
Most Important Reason	-.02649	.10958
Attitude 1	-.02649	-.14516
2	-.18360 *	.10257
4	.01929	-.13805
5	-.12457	-.07550
6	-.23487 *	-.01960
8	-.05251	.18661 *
9	.22435 *	-.37893 *
10	-.14032	.33966 *
11	-.05410	.11899
12	.05541	.15556
13	.21516 *	.01034
15	-.12781	-.07922
16	-.02425	.16968
17	.14370	-.02714
18	.12511	-.46149 *
19	-.25581 *	.28948 *
20	.04003	-.15245
22	-.09548	.14095
23	.20878 *	.00299
Social Scale	.18967 *	-.06417
Enterprising Scale	-.22369 *	-.03815
Artistic Scale	-.09780	.07205
Self-control Scale	.13431	.15269
Masculinity Scale	-.28555 *	-.01692
Acquiescence Scale	.13278	.03043

Reason - Reason for attending school
Attitude - Attitude concerning Library services

* = Significant Coefficients

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Table 38: Canonical Discriminant Function Evaluated at Group Means

Group	Function 1	Function 2
Laramie	-1.37781	.35489
Extension	1.47994	.21301
Casper	.25082	-1.13092

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